

**Chapter 10**  
**IMPROVING RESULTS**

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## **Chapter 10**

### **IMPROVING RESULTS**

This chapter reflects the changes in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) that focus on improving educational outcomes, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are prepared to meet their unique needs.

#### **Section 1. Monitoring Priorities and Indicators**

IDEA 2004 requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA 2004 include FAPE in the LRE, Effective General Supervision, and Disproportionality. Each priority area encompasses specific performance indicators. These indicators include both performance and compliance components. Data on those indicators shall be collected, submitted to the SDE, and publicly reported annually. That data shall be used to evaluate the effectiveness of programs and identify strategies to improve student outcomes.

The district is required to submit timely and accurate data from which the district's performance will be calculated on the following goals:

##### **A. FAPE in the LRE**

1. Graduation Rate
2. Dropout Rate
3. Participation and Performance of Students with Disabilities on Statewide Assessments
4. Suspension and Expulsion Rates for students with disabilities
5. Students ages 6-21 educated with typically developing peers
6. Students ages 3-5 educated with typically developing peers
7. Students ages 3-5 developing positive social-emotional skills, early literacy, and behavior
8. School facilitation of parent involvement to improve services and results

##### **B. Disproportionality**

1. Representation of race/ethnicity in special education programs
2. Representation of race/ethnicity in specific disability categories

**C. Effective General Supervision**

1. Initial eligibility established within 60 days of consent
2. Eligibility established for children referred from Part C and receiving services by their 3<sup>rd</sup> birthday
3. By age 16, students have a coordinated, measurable post-secondary goal(s) and transition services needed to meet their goals
4. Students no longer in secondary school who are employed, in post-secondary school, within one year of leaving high school
5. Identify and correct noncompliance as soon as possible, but no later than 1 year from identification

**D. SDE Responsibility**

The SDE is required to collect, review, and analyze data on an annual basis to determine if the state and districts are making adequate progress toward the required performance goals. This monitoring process includes:

1. Measuring performance on goals both for the state and the districts.
2. Monitoring based on district data, compliance with IDEA Regulations, and progress made toward meeting state goals.
3. Identifying districts in one of the following categories: Meets requirements; Needs Assistance; Needs Intervention; Needs Substantial Intervention.
4. Providing technical assistance statewide, and targeted technical assistance to districts demonstrating the highest needs.
5. Reporting to the public on the state and districts' performance on state goals.
6. Developing and submitting an Annual Performance Report and revising the State Performance Plan, as needed, to address state performance on required goals.

**E. District Responsibility**

Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of Continuous Improvement Monitoring, the district shall:

1. ensure the data it collects and reports to the SDE regarding special education students and personnel is accurate;
2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals;
3. adjust strategies, as needed, to meet goals and improve student outcomes.

## **Section 2. Early Intervening Services**

Under IDEA 2004, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to provide early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

1. Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software
2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

### **A. Budget Requirements**

If the district chooses to use IDEA Part B funds in any fiscal year to provide early intervening services, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Title VI-B budget that is submitted annually to the SDE as part of the Title VI-B and Preschool Application.

### **B. Reporting Requirements**

When the district uses IDEA Part B funds to provide early intervening services, an annual report shall be submitted to the SDE on:

1. The number of children who received early intervening services; and
2. The number of children who received early intervening services and subsequently receive special education and related services during the preceding two year period.

### **C. Relationship between FAPE and Early Intervening Services**

Early intervening services provided by the district shall not be construed to either limit or create a right to FAPE under IDEA 2004 or to delay appropriate evaluation of a student suspected of having a disability.

## **Section 3. Personnel**

The district shall ensure that personnel working with students with disabilities meet the qualifications established by the State Department of Education and have the content knowledge and skills to meet the needs of these students.

### **A. Appropriate Certification or Licensure**

Public school personnel shall meet the appropriate certification or licensure requirements for position assignments. Complete certification standards for personnel providing special education or related services may be found in the handbook titled Idaho Standards for the Initial Certification of Professional School Personnel (June 2005). This handbook is available from the SDE Division of Innovation and Choice.

The lists that follow are general guidelines only. They do not include every possible position or licensing situation. For more information call the SDE Division of Innovation and Choice at 208/332-6800.

1. The following special education and related services positions require individuals who are employed by the district to be certificated and to meet any additional licensure requirements:
  - a. audiologist;
  - b. consulting teacher;
  - c. counselor;
  - d. director of special education;
  - e. early childhood special education teacher;
  - f. school psychologist;
  - g. special education teacher;
  - h. speech-language pathologist; and

- i. supervisor/coordinator of special education.
2. Some special education service providers need both licensure in their area of expertise and certification from the SDE.
  - a. School nurses are certificated by the SDE and licensed by the State Board of Nursing.
  - b. School social workers are certificated by the SDE and licensed by the Bureau of Occupational Licenses.
3. Some special education service providers must meet the licensure or certification requirements in their respective professions, but certification from the SDE is not required.
  - a. Occupational therapists and physical therapists are licensed by the State Board of Medicine.
  - b. Vocational education teachers are certificated by the Idaho Division of Professional-Technical Education.
  - c. Vocational rehabilitation counselors must meet national standards for Certified Rehabilitation Counseling (CRC) to be employed by the Idaho Division of Vocational Rehabilitation.
4. Individuals who used a consultant specialist provision or a letter of authorization in the past are no longer able to use these emergency certificates as an alternative for individuals to become certificated teachers in Idaho. The district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

## **B. Highly Qualified Special Education Teachers**

In addition to being certified, K-12 special education teachers in the district shall meet the “highly qualified teacher standards” identified in the No Child Left Behind (NCLB) Act. The highly qualified special education teacher requirement does not apply to preschool programs since early childhood education is not a part of the Idaho public elementary and secondary school system at this time.

### **1. General Requirements for Special Education Teacher**

Any K-12 special education teacher who is not teaching a core academic subject and only consults with regular education teachers or reinforces instruction from a regular education teacher is highly qualified if the teacher holds a K-12 Exceptional Child Certificate. No waiver or temporary certification qualifies. However, a special education

teacher can meet the general requirements of highly qualified if they are enrolled in an approved alternative route to certification program.

2. Requirements for Special Education Teachers teaching a core academic subject

If a special education teacher is the primary deliverer of instruction in a core content subject, they shall have met the highly qualified teacher standard in each area taught.

3. Requirements for Special Education Teachers teaching multiple subjects

In the case of a teacher who is not new to the profession, the special education teacher shall demonstrate competence in all the core academic subjects which the teacher teaches in the same manner as is required for elementary, middle, or secondary school teachers who are not new to the profession.

In the case of a new special education teacher who teaches multiple subjects, and who is highly qualified in mathematics, language arts, or science, the teacher shall demonstrate competence in the other core academic subjects which the teacher teaches not later than two years after the date of employment.

4. Requirements for Special Education Teachers teaching to Alternate Standards

Both new and veteran special education teachers who teach core academic subjects exclusively to students assessed against alternate achievement standards (students with significant cognitive disabilities) shall be highly qualified by either:

- (1) meeting the NCLB Act requirement for any elementary, middle school, or high school teachers who are new or not new to the profession; or
- (2) meeting the requirements of the ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, demonstrate subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those grade level standards.

5. Assurance of Highly Qualified Standards

The district shall take measurable steps to recruit, train, hire, and retain highly qualified special education teachers. The district will collect and monitor data about special education personnel qualifications and ensure that personnel are appropriately and adequately prepared to serve students with disabilities.

In Title I schools, parents will be notified if students are taught for 4 or more consecutive weeks by a special education teacher who is not highly qualified.



**B. Shortage of Personnel**

If there is a shortage of highly qualified personnel, the district shall take measurable steps to recruit and hire highly qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel on the following approved alternate pathways to teaching:

1. **Teacher to New Certification** – An individual holds a Bachelor's degree and a valid teaching certificate without full endorsement in area of need. The candidate works towards completing a preparation program for special education certification and is employed by the district.
2. **Content Specialist** – An individual who is highly and uniquely qualified in an area holds a Bachelor's degree. The candidate works towards completing a preparation program while employed by the district. The preparation program must include mentoring, one classroom observation per month until certified, and prior to entering the classroom; the candidate completes an accelerated study in education pedagogy.
3. **Computer Based Route to Teacher Certification** – An individual may acquire interim certification through a computer-based alternative route to teacher certification that is approved by the State Board of Education. On November 4, 2003, the Idaho State Board of Education passed a temporary rule approving ABCTE (American Board for Certification of Teacher Excellence) as an alternate route to Idaho certification. During the interim certification, teaching shall be done in conjunction with a two year mentoring program approved by the Board.

Further information and all requirements for each alternative route to certification are available in Idaho Administrative Code (IDAPA 08.02.02) and the Idaho Standards for the Initial Certification of Professional School Personnel document (June 2005).

Nothing in the IDEA 2004 creates a right of action for due process on behalf of a student or class of students for failure to employ highly qualified staff.

**C. Paraprofessionals, Assistants, and Aides**

The district may employ paraprofessionals, assistants, and aides who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the SDE (see pages 147-156).

Appropriate duties to be performed by paraprofessionals are:

1. Provide one-on-one tutoring for eligible students during non-instructional time by a teacher or related service provider.
2. Assist with classroom management and organizing materials.
3. Provide assistance in a computer lab or media center.

4. Conduct parental involvement activities.
5. Act as a translator.
6. Assist in provision of instructional services only under the direct supervision of a certified teacher or related service provider.
  - a. Teacher plans instruction and evaluates student achievement.
  - b. Paraprofessional works in close and frequent physical proximity to teacher or related service provider.

A special education paraprofessional working in a Title I school-wide program shall be highly qualified as demonstrated by the competencies listed in the NCLB Act.

1. Strategies to Assist Individuals in Meeting Paraprofessional Standards

The district shall assist individuals in meeting the paraprofessional standards established by the SDE. A variety of strategies may be used to assist individuals in developing the skills necessary to meet the paraprofessional standards, including:

- a. participating in on-the-job training with follow-up provided by the supervising teacher;
- b. reading printed materials;
- c. participating in workshops;
- d. viewing videos;
- e. completing university course work;
- f. conducting personal research and studying; or
- g. training sponsored by the district.

2. Verifying that an Individual Has Met Paraprofessional Standards

The district will determine the means of verification that will be used to assess whether individuals working with students with disabilities have met the paraprofessional standards. Competence may be demonstrated in a variety of ways, such as:

- a. successful performance of duties;
- b. interview with the paraprofessional;
- c. observation;
- d. portfolio assessment;

- e. completion of a course or workshop; or
- f. verification from a former employer.

The district may encourage qualified para-educators employed in their classrooms to become certified teachers. The alternative route preparation program for para-educator to teacher must be completed within five years of admission to the program. Candidates work toward completion of a preparation program while employed by the school district.

#### **D. Educational Interpreters**

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Idaho Code 33-1304. Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five years.

#### **E. Supervision of Staff**

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to students with disabilities. All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.

#### **F. Professional Development Plan**

The district will take measures to ensure that all personnel necessary to provide special education and related services according to IDEA 2004 are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills in order to meet the needs of students with disabilities.

To the extent the district determines it is appropriate, paraprofessional personnel may use the technical assistance and training activities offered by the district or SDE to fulfill part of the Standards for Paraprofessionals Supporting Special Needs Students. See pages 151-160 for a list of the standards.



Documents

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**STANDARDS FOR PARAPROFESSIONALS SUPPORTING STUDENTS WITH SPECIAL NEEDS**

State and federal law requires paraprofessionals who assist in the provision of special education and related services have the skills and knowledge necessary to meet the needs of students with disabilities. To this end, the State Department of Education has developed “Standards for Paraprofessionals Supporting Special Needs”

Orientation and training in the paraprofessional’s first year of employment target entry-level standards to ensure that all paraprofessionals are knowledgeable, have the skills needed to support the programs to which they are assigned, and comply with legal and policy requirements. Training to address intermediate standards can extend over a two-year period and is planned according to the needs of the paraprofessional, as determined by the annual evaluation. Training to address advanced standards is not required.

(E) = Entry Level

(I) = Intermediate

(A) = Advanced

**Principle 1: The paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.**

**Knowledge**

1. The paraprofessional has the basic academic skills needed to perform his or her assignments. (E)
2. The paraprofessional possesses basic educational terminology regarding students, programs, roles, and instructional activities. (I)

**Disposition**

1. The paraprofessional realizes how the application of learning is useful in life.

**Performance**

1. The paraprofessional demonstrates the academic skills needed to perform his or her assignment(s). (E)
2. The paraprofessional is able to use basic educational terminology to understand assigned tasks. (I)
3. The paraprofessional presents subject area content accurately to students. (I)

**Principle 2: The Paraprofessional has a basic knowledge of how students learn and develop and assists in providing opportunities that support the students’ intellectual, social, and personal development.**

**Knowledge**

1. The paraprofessional understands which materials and activities are chronologically age appropriate. (I)

**Disposition**

1. The paraprofessional appreciates individual variations within each domain of development.

**Performance**

1. The paraprofessional uses developmentally-appropriate and age-appropriate strategies, equipment, materials, and technologies as directed by the teacher/provider. (I)

**Principle 3: The paraprofessional knows that students differ in their approaches to learning and assists in creating instructional opportunities that are adapted to students with diverse needs.**

**Knowledge**

1. The paraprofessional understands the impact that a disability or a combination of disabilities may have on a student's life. (E)
2. The paraprofessional knows about different methods that are used by teacher/providers to accommodate individual student learning needs. (I)
3. The paraprofessional has a basic knowledge of the strategies used to support the learning of students whose first language is not English. (I)
4. The paraprofessional has an awareness of common assistive technology devices used to accommodate student learner needs. (I)
5. The paraprofessional understands, in general terms, Idaho's special education requirements, including definitions, qualifications, and services. (I)
6. The paraprofessional knows about areas of exceptionality, such as learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness. (I)
7. The paraprofessional understands variations of beliefs, traditions, and values regarding disability across cultures and their effect on relationships among the student, the family, and school personnel. (A)



**Disposition**

1. The paraprofessional has an appreciation of programs for students with diverse needs.
2. The paraprofessional believes that all students can learn.
3. The paraprofessional believes his or her role includes advocating for, encouraging, motivating, and facilitating individual learning.
4. The paraprofessional respects students as individuals with differing backgrounds, skills, talents, and interests.
5. The paraprofessional is sensitive to community and cultural norms.

**Performance**

1. The paraprofessional uses his or her understanding of program requirements to carry out assignments. (E)
2. The paraprofessional persists in helping all students achieve success. (E)
3. The paraprofessional assists in adapting instructional strategies and materials according to student needs and ability levels. (I)
4. The paraprofessional assists the teacher/provider to maintain assistive/adaptive/medical services. (I)
5. The paraprofessional demonstrates the ability to carry out a variety of teacher/provider directed accommodations and adaptations to address the individual student's needs. (I)
6. The paraprofessional demonstrates proper lifting, carrying, and transferring techniques. (I)
7. The paraprofessional uses a number of teacher/provider directed strategies to support the learning of students whose first language is not English. (I)

**Principle 4: The paraprofessional understands and uses a variety of instructional strategies to assist the teacher/provider.**

**Knowledge**

1. The paraprofessional knows where to access a variety of learning resources. (E)
2. The paraprofessional understands that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning. (I)

3. The paraprofessional has a basic understanding of a variety of instructional techniques used by the teacher/provider. (I)
4. The paraprofessional understands basic instructional, remedial, and accelerated methods, techniques, and materials for teaching a variety of students. (A)

**Disposition**

1. The paraprofessional believes that a variety of instructional strategies may be necessary to meet individual needs.
2. The paraprofessional values flexibility and resourcefulness in supporting the teacher/provider in adapting and modifying instruction to address student needs.

**Performance**

1. The paraprofessional uses a variety of instructional techniques as modeled by the teacher/provider. (I)
2. The paraprofessional locates and maintains a variety of instructional resources as directed by the teacher/provider. (I)

**Principle 5: The paraprofessional understands the impact of the educational environment on student learning, self-motivation, and positive social interaction and assists in creating a positive learning environment.**

**Knowledge**

1. The paraprofessional understands district guidelines for protecting the safety, health, and well-being of students and staff (e.g., universal precautions for preventing illnesses and infections, the proper body mechanics for lifting students and heavy objects, CPR, and first aid). (E)
2. The paraprofessional understands how social groups function and influence people and how people influence groups. (I)
3. The paraprofessional recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated. (I)
4. The paraprofessional understands the goal of promoting student self-determination and self-advocacy skills and his or her role in supporting that goal. (I)
5. The paraprofessional has a general understanding of positive behavioral supports. (I)

6. The paraprofessional understands the demands of various classroom and nonclassroom environments on individuals with diverse learning needs. (A)

**Disposition**

1. The paraprofessional values the role of students in promoting one another's learning and recognizes the importance of peer relationships in establishing a climate of learning.
2. The paraprofessional recognizes the value of intrinsic motivation to students' lifelong growth and learning.
3. The paraprofessional values and understands student independence and the "dignity of risk."
4. The paraprofessional respects a wide diversity of beliefs, traditions, and values found across cultures and environments.
5. The paraprofessional is committed to helping students develop self-confidence and competence.

**Performance**

1. The paraprofessional carries out school behavior management policies and practices. (E)
2. The paraprofessional uses positive behavioral supports, crisis intervention, and restraint techniques consistent with the district/agency policy. (E)
3. The paraprofessional assists in establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole. (E)
4. The paraprofessional plans for smooth transitions between activities and environments. (E)
5. The paraprofessional maintains a safe and effective learning environment for academic and nonacademic settings (e.g., lunchrooms, study halls, playgrounds, and buses). (E)
6. The paraprofessional supports a learning community in which individual differences are respected and valued. (E)
7. The paraprofessional assists in creating a learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities. (I)
8. The paraprofessional assists in modifying the learning environment to manage behavior. (I)

9. The paraprofessional implements behavioral prevention, intervention, and reinforcement plans that have been developed by the teacher/provider. (I)

**Principle 6: The paraprofessional uses a variety of communication techniques, including verbal, nonverbal, and media in and beyond the classroom.**

### **Knowledge**

1. The paraprofessional is aware of effective communication styles. (I)
2. The paraprofessional understands how diversity affects community in the classroom. (I)
3. The paraprofessional has an understanding of verbal and nonverbal communication. (I)
4. The paraprofessional has knowledge of the basic functions of multimedia technology (e.g., computer, video, recorder, projector). (I)
5. The paraprofessional has knowledge of basic computer software and functions, e-mail, and the Internet. (I)
6. The paraprofessional knows strategies and techniques that facilitate communication for students with diverse needs. (A)

### **Disposition**

1. The paraprofessional values the ways in which people seek to communicate and encourages various modes of communication in the classroom.

### **Performance**

1. The paraprofessional effectively communicates with team members. (E)
2. The paraprofessional is a thoughtful and responsive listener. (E)
3. The paraprofessional demonstrates sensitivity to cultural and other differences in communication methods (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation). (I)
4. The paraprofessional uses a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities. (I)

**Principle 7: The paraprofessional implements teacher/provider designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.**

**Knowledge**

1. The paraprofessional understands that instruction is more effective when designed around student strengths, interests, and abilities. (I)
2. The paraprofessional knows that a variety of elements (instructional materials, individual student interests, needs, aptitudes, and community resources) are considered when planning instruction for students. (I)
3. The paraprofessional understands that curriculum and instructional planning are based on learning theory and child and adolescent development. (A)

**Disposition**

1. The paraprofessional believes that plans shall always be open to adjustment and revision, as directed by the teacher/provider, based on student needs, student input, and changing circumstances.
2. The paraprofessional values planning as a collegial and collaborative activity.
3. The paraprofessional values both long-term and short-term planning.

**Performance**

1. The paraprofessional follows teacher/provider written and verbal plans, seeking clarification as needed. (E)

**Principle 8: The paraprofessional supports the teacher/provider in evaluating the intellectual, social, and physical development of the student.**

**Knowledge**

1. The paraprofessional understands the purposes of formative and summative assessment and evaluation. (I)
2. The paraprofessional realizes the need to use multiple strategies to assess individual student progress. (I)
3. The paraprofessional understands the distinctions in the roles of teachers/providers, other licensed district/agency professionals, and paraprofessionals in assessing student strengths and needs. (I)

**Disposition**

1. The paraprofessional values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

**Performance**

1. The paraprofessional assists teachers/providers with maintaining student records required by the state or the district. (E)
2. The paraprofessional gathers information by using informal and functional assessment methods under teacher/provider direction. (I)
3. The paraprofessional objectively shares relevant information about student performance to assist the teacher/provider in the planning process. (I)
4. The paraprofessional assists in providing assessment accommodations and adaptations as designed by the teacher/provider. (I)
5. The paraprofessional administers formal assessments when given appropriate training and supervision. (A)

**Principle 9: The paraprofessional engages in continued professional improvement toward an identified goal.****Knowledge**

1. The paraprofessional has an awareness of his or her professional strengths and needs. (E)
2. The paraprofessional is aware of the personal biases and differences that affect job performance. (I)
3. The paraprofessional is knowledgeable about resources that provide opportunities for professional growth. (I)

**Disposition**

1. The paraprofessional embraces lifelong learning.
2. The paraprofessional is committed to ongoing reflection, assessment, and learning as a process.
3. The paraprofessional is committed to seeking, developing, and continually refining practices.

4. The paraprofessional values constructive feedback as a learning tool.
5. The paraprofessional values competency and integrity.

**Performance**

1. The paraprofessional uses self-reflection as a means of improving job performance. (E)
2. The paraprofessional asks for and accepts feedback from the teacher/provider. (E)
3. The paraprofessional documents progress toward his or her professional development. (I)
4. The paraprofessional participates in meaningful professional development opportunities in order to demonstrate current, effective practices. (I)

**Principle 10: The paraprofessional interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.**

**Knowledge**

1. The paraprofessional understands the distinction between the roles of all team members in support of student learning. (E)
2. The paraprofessional understands the relationships among school personnel, families, and the larger community and how such partnerships foster student learning. (E)
3. The paraprofessional understands the common concerns that the parents of students with diverse needs may have. (E)
4. The paraprofessional knows how to respond respectfully to a parent, the community, or another educator in conflict situations. (E)
5. The paraprofessional knows the rights and responsibilities of parents, students, teachers, professionals, and schools as they relate to students with learning needs. (E)
6. The paraprofessional knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities. (E)
7. The paraprofessional understands the expectations for professional conduct, policies, procedures, and laws with regard to student and parent rights. (E)

**Disposition**

1. The paraprofessional respects the need for beneficial relationships among families, school personnel, and community members.
2. The paraprofessional is concerned about all aspects of the student's well-being and is alert to signs of difficulties.
3. The paraprofessional respects the dignity, rights, and privacy of students and families.
4. The paraprofessional is respectful of distinctions among the roles and responsibilities of paraprofessionals, professionals, and other team members.

**Performance**

1. The paraprofessional respects student privacy, student rights, and the confidentiality of information. (E)
2. The paraprofessional effectively collaborates with team members. (E)
3. The paraprofessional follows teacher/provider instructions and honors team decisions in daily practice. (E)
4. The paraprofessional provides positive representation of the student, school, and district. (E)
5. The paraprofessional develops a rapport with students (e.g., talks with and listens to students) is sensitive and responsive to clues of distress, and seeks outside help as needed. (E)
6. The paraprofessional demonstrates professional conduct in accordance with district policies and state laws. (E)
7. The paraprofessional exercises objective and prudent judgment. (E)
8. The paraprofessional follows policy regarding reporting suspected child abuse, neglect, or threat of harm to the student or others. (E)